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# STATE NORMAL SCHOOL
# NEWARK, NEW JERSEY

## SECOND ANNUAL CATALOGUE
## 1915—1916

# NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

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SECOND
ANNUAL CATALOGUE
1915—1916

# CATALOGUE OF THE NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

# CONTENTS.


PAGE.

Approved High Schools, ..... 16
Approved Secondary Schools, ..... 18
Calendar, 1915–1916, ..... 12
Conditions of Failure, ..... 20
Course of Instruction, ..... 22
Synopsis, ..... 22
Description—
Agriculture, ..... 33
Applied Science, ..... 34
Arithmetic, ..... 35
Art Department, ..... 41
Art Methods, ..... 49
Bookbinding, ..... 45
Dramatization, ..... 53
Educational Institutions and Public Speaking, ..... 26
English, ..... 46
Geography, ..... 37
History and Civics, ..... 38
Hygiene of the School, ..... 27
Industrial Work, ..... 41
Kindergarten Course, ..... 54
Library Course, ..... 62
Mechanical Drawing, ..... 45
Music, ..... 50
Myths and Folklore, ..... 53
Nature Study, ..... 30
Penmanship, ..... 51
Physical Education, ..... 51
Physiology, ..... 51
Principles and History of Education, ..... 26
Psychology, ..... 24
School Management, ..... 28
Science Methods, ..... 35
Special Method, ..... 47
Story Telling, ..... 53
The Routine of Class Management, ..... 28
The Teaching Process, ..... 29
Training and Practice, ..... 60
Observation and Individual Teaching, ..... 62
Organization of Training, ..... 60
Practice Teaching, ..... 61
Webster School, ..... 60
Entrance Requirements, ..... 16
Expenses, ..... 21
Faculty, ..... 9
Location of the School, ..... 12
Lectures, ..... 14
Parents' Day, ..... 14
Preparation for the Normal School, ..... 20
School Organizations, ..... 13
State Board of Education, ..... 7

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## Instructors.

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IN WEBSTER TRAINING SCHOOL.

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IN WEBSTER TRAINING SCHOOL.

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AGNES V. BYRNE,
IN WEBSTER TRAINING SCHOOL.

ELIZABETH C. CARLTON,
In Webster Training School.

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IDA M. SMITH,
In Webster Training School.

---

EMMA L. WETTLIN,
In Webster Training School.

---

MARY COOK, M.D.,
School Physician.

# LOCATION OF THE SCHOOL.

The New Jersey State Normal School at Newark occupies a part of the old Kearny estate at the corner of Belleville and Fourth avenues. The spacious grounds afford opportunities for recreation and other outside activities, while the sunken gardens, filled with choice and rare plants, are used for nature study purposes.

The school may be reached by a number of railroads, the Pennsylvania, Erie, Delaware, Lackawanna and Western and the Central. All of these stations are not more than fifteen minutes from the school. The Broad, Clinton, Paterson and Mulberry trolleys pass the door. The railroad and trolley facilities afford such excellent opportunities for transportation from nearby towns that few students have made application for board in the city of Newark.

### Calendar, 1915-1916.

First Quarter—September 14th, 1915, to November 12th, 1915.

Second Quarter—November 15th, 1915, to January 28th, 1916.

Third Quarter—January 31st, 1916, to March 31st, 1916.

Fourth Quarter—April 3d, 1916, to June 21st, 1916.

The fall term will commence Tuesday, September 14th, 1915, and close Friday, January 28th, 1916. The mid-year term will begin on Monday, January 31st, 1916, and close Wednesday, June 22d, 1916. School will not be in session on Columbus Day, Election Day, Thanksgiving Day and the day following Lincoln's Birthday, Washington's Birthday and Memorial Day. Christmas vacation will extend

from Thursday, December 23d, at 2:30 P. M., until Monday, January 3d, 1916, at 8:50 A. M.

The spring vacation will be from 2:30 P. M., Friday, April 14th, 1916, until Monday, April 24th, 1916, at 8:50 A. M.

Commencement exercises will be held in the auditorium of the school on Friday, January 28th, 1916, at 2:30 P. M., and on Wednesday, June 21st, 1916, at 2:30 P. M.

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## SCHOOL ORGANIZATIONS.

These organizations have been formed for the purpose of preparing students for various phases of teaching. The Public Platform Speaking and Debating Club, the Arts and Crafts Society, the Story-Tellers' and Story-Players' Association, the Normal School Board of Health, the Musical, Camera and Travel Clubs, the Athletic Association, the School Paper, the Alumni Association and the "Get Acquainted" Society are potent factors in the work of the school.

The school paper was established last year and has proven a great success. Articles bearing on school problems are written by members of the faculty, student body and prominent educators.

The Alumni Association, which was started last year, is in a flourishing condition. The Senior and Junior receptions given to the principal, faculty and students have eliminated class distinctions and promoted a general school spirit.

The object of the Travel Club is to visit historical places at minimum cost. The Easter vacation is utilized for this purpose. Last year over a hundred students visited Washington, D. C., on a four days' trip under the auspices of the Travel Club.

## Parents' Day.

The first Thursday of October, December, March and May has been designated "Parents' Day." On these days a special invitation is extended to the parents to visit the school, to meet the members of the faculty, to attend the classes, and to become better acquainted with the opportunities which are offered their sons and daughters. This day has proven a pleasing feature in the school program and many parents have shown their interest in the everyday life of their children by spending a day with them.

## Lectures.

The following lectures have been given before the faculty and student body at the opening exercises:

"School Efficiency," by Dr. Calvin N. Kendall, State Commissioner of Education.

"Better Preparation for Teaching," Dr. J. J. Savitz, Assistant Commissioner of Education.

"Selecting Teachers," by Elmer K. Sexton, Assistant Superintendent of Schools, Newark, N. J.

"Teaching Ideals," by Dr. J. C. Van Dkye, member of the State Board of Education.

"Obtaining Results," by the Hon. Jos. S. Frelinghuysen, Vice-President of the State Board of Education.

"The College and the School," by Dr. W. H. S. Demarest, President of Rutgers College, New Brunswick, N. J.

"Historical Homes of New Jersey," by Dr. Joseph F. Folsom, Secretary of the Historical Society of New Jersey.

"Opportunities for College Work," by Dr. Benjamin T. DeWitt, New York University, New York City.

"The Teacher's Work and Responsibility," by Hon. Edmund B. Osborne, member of the State Board of Education.

ASSEMBLY ROOM.

"Waste Places Made Beautiful," by Mr. Carl Bannwart, Secretary of the Shade Tree Commission, Newark, N. J.

"What Shall We Read?" by John Cotton Dana, Librarian of the Newark Free Public Library.

"Rural Schools," by H. Brewster Willis, Superintendent of Schools, Middlesex county.

"The Function of the Court in the Community," by Harry V. Osborne, President Judge of Common Pleas Court, Newark, N. J.

"The Two Hundred and Fiftieth Anniversary Celebration of the Founding of Newark," by Frank J. Urquhart, of the Editorial Staff of the Newark Sunday Call.

"School Surveys," by Dr. W. A. Averill, of the New York Bureau of Municipal Research.

"Teachers, Parents and Children," by Oliver J. Morelock, Superintendent of Schools, Essex county.

"The Trend of Education," a series of morning talks given by the principal of the school.

"A Vision for the Young Teacher," by Dr. H. H. Foster, Head of the Department of Secondary Education, University of Colorado.

Besides these lectures, three hundred students have taken part in the morning exercises, presenting varied programs of debates, discussions, recitals and dramatizations.

## ENTRANCE REQUIREMENTS.

Graduates of High Schools or Academies on the "Approved List" and holders of First Grade County Teachers' Certificates or of Permanent Elementary or Secondary Certificates are admitted to the Normal School without examination, provided they are residents of New Jersey, sixteen years of age, and can present certificates of health and good moral character.

The following schools are on the "Approved List":

### Public High Schools.

Asbury Park,
Atlantic City,
Atlantic Highlands,
Barnegat,
Bayonne,
Belleville,
Belvidere,
Bernardsville,
Blairstown,
Bloomfield,
Boonton,
Bordentown,
Bound Brook,
Bridgeton,
Burlington,
Butler,
Caldwell,
Camden,
Cape May,
Cape May C. H.,
Chatham,
Clifton,
Clayton,
Clinton,
Closter,
Collingswood,
Cranford,
Dover,
East Orange,
Elizabeth,
Elmer,
Englewood,
Flemington,
Freehold,
Glassboro,
Glen Ridge,
Gloucester City,
Hackensack,
Hackettstown,
Haddonfield,
Haddon Heights,
Hamburg,

Hammonton,
Harrison,
High Bridge,
Hoboken,
Hohokus,
Hopewell,
Irvington,
Jamesburg,
Jersey City,
Kearny,
Keyport,
Lakewood,
Lambertville,
Leonardo,
Leonia,
Linden,
Long Branch,
Madison,
Manasquan,
Matawan,
Metuchen,
Millburn Township,
Millville,
Model,
Montclair,
Moorestown,
Morristown,
Mount Holly,
Netcong,
Newark (Barringer,
Central, East Side,
South Side),
New Brunswick,
Newton,
North Plainfield,
Nutley,
Ocean City,
Ocean Grove,
Orange,
Palmyra,
Park Ridge,
Passaic,
Paterson,
Paulsboro,
Pemberton,
Penn's Grove,
Perth Amboy,
Phillipsburg,
Plainfield,
Point Pleasant,
Princeton,
Rahway,
Red Bank,
Ridgefield Park,
Ridgewood,
Rockaway,
Roselle,
Roselle Park,
Rutherford,
Salem,
Shilo,
Somerville,
South Amboy,
South Orange,
South River,
Succasunna,
Summit,
Sussex,
Toms River,
Town of Union,
Trenton,
Tuckahoe,

Tuckerton,
Verona,
Vineland,
Washington,
Westfield,
West Hoboken,
West Orange,
Westwood,
Wildwood,
Woodbine,
Woodbridge,
Woodbury,
Woodstown.

### Private Secondary Schools.

Beard's School for Girls, Orange,
Blair Hall,
Bordentown Military Institute,
Carlton Academy, Summit,
Carteret Academy,
Centenary Collegiate Institute, Hackettstown,
College of Mt. St. Mary, Plainfield,
Dearborn-Morgan School,
Dwight School for Girls, Englewood,
English and Classical School, Newton,
Farnum Preparatory School, Beverly,
Friends' Academy, Moorestown,
Friends' High School, Moorestown,
German Theological School, Bloomfield,
Holy Angels Academy, Ft. Lee,
Hoover School, Paterson,
Ivy Hall,
Kent Place School for Girls, Summit,
Kingsley School for Boys, Essex Fells,
Lakewood School,
Lawrenceville School,
Leal School for Boys,
Montclair Military Academy,
Morris Academy,
Morristown School,
Mt. St. Dominick Academy, Caldwell,

Newark Academy,
New Jersey Military Academy,
Peddie Institute, Hightstown,
Pennington Seminary,
Pingry School,
Princeton Preparatory School,
Rutgers Preparatory School,
Sacred Heart Academy, Hoboken,
Sacred Heart Academy, Trenton,
St. Aloysius Academy, Jersey City,
St. Benedict's College, Newark,
St. Dominic Academy, Jersey City,
St. Elizabeth's Preparatory School, Convent,
St. Elizabeth's College, Convent,
St. Mary's Academy, Newark,
St. Mary's High School, Trenton,
St. Michael's Monastery, West Hoboken,
St. Patrick's High School, Elizabeth,
St. Peter's High School, Jersey City,
St. Peter's School, New Brunswick,
St. Vincent's Academy, Newark,
Seton Hall College,
Star of the Sea Academy, Long Branch,
Stevens Preparatory School,
Townsend School, Newark,
Upsala College, Kenilworth,
Vail-Dean School,
Wenonah Military Institute.

Persons desiring to be admitted by examination must submit evidence of having completed the subjects which are equivalent to a four-year high school course. If the evidence is satisfactory, examinations on these subjects will be given. Entrance examination for the mid-year term will be given January 10th, 11th and 12th, and for the fall term on June 7th, 8th and 9th. Persons desiring to take these examinations must notify the Principal in writing at least two weeks before the first examination day.

At registration all students must sign a declaration that they intend to teach two years in the public schools of New Jersey immediately following graduation, and that if they do not fulfill their obligations, will refund to the State the cost of tuition, unless excused by the State Board of Education.

### Preparation for the Normal School.

Students intending to enter the Normal School should have courses in chemistry, botany and zoölogy, with laboratory note-books certified to by the instructors from the high schools; a high school course in drawing and design; a knowledge of algebra and plane geometry, and the ability to read music at sight. The course of study must show special attention has been given to English, spelling, and English and American history.

All students are admitted on trial. The Principals of the State Normal Schools have been instructed by the State Board of Education to exclude from these schools at the close of the first half-year such students as are unable to pass the prescribed examinations in the work of that half-year, including English composition, spelling and arithmetic.

### Conditions of Failure.

Students failing in both the term's work and the test work in a subject, must make up said subject the following term, if the subject is taught at that time.

Teachers will read reports to students at the close of each term. Parents will be notified of the unsatisfactory work of pupils. Inquiries of parents concerning the work of pupils will be answered on request. Students should consult their teachers from time to time about their work. There should be no hesitancy about this matter.

No student who has failed in either of the other two State Normal Schools of New Jersey will be admitted.

## Expenses

No charge is made to students for text-books. Each student must provide herself with a complete gymnasium outfit, consisting of dark blue bloomers, blouse and gymnasium shoes. This outfit can be secured from the Physical Training Director at a cost of about $4.00.

A wholesome, substantial lunch is served at noon in the large dining-rooms at a minimum cost.

# Course of Instruction.

The purpose of the school is to prepare students to teach in the elementary and kindergarten grades of the public schools of the State of New Jersey, and no special students are admitted.

At the present time there are two courses to be pursued by students, the General Course and the Kindergarten-Primary Course. Students are selected for the Kindergarten Course from the entering September class. Graduates of the General Course receive certificates entitling them to teach in any elementary grade. Graduates in the Kindergarten-Primary Course are given certificates good in the kindergarten and first four primary grades. The certificates of the New Jersey State Normal Schools are endorsable in most other States without examination.

## Synopsis of the Course of Studies.

### JUNIOR B (FIRST HALF YEAR).

*General Course.*

| | | |
|---|---|---|
| Psychology, | 3 | periods per week |
| English, | 2 | " " " |
| Biology, | 4 | " " " |
| Arithmetic, | 4 | " " " |
| Industrial Art, | 2 | " " " |
| Art, | 2 | " " " |
| Geography, | 4 | " " " |
| Physical Education, | 2 | " " " |
| Penmanship, | 1 | " " " |
| Spelling, | 1 | " " " |
| Music, | 2 | " " " |
| Library, | 1 | " " " |
| | 28 | " " " |

## Junior A (Second Half Year).

*General Course.*

| | | | | |
|---|---|---|---|---|
| Psychology, | 3 | periods | per | week |
| Literature, | 3 | " | " | " |
| Applied Science, | 3 | " | " | " |
| Agriculture, | 1 | " | " | " |
| Sewing, | 2 | " | " | " |
| Music, | 2 | " | " | " |
| Spelling, | 1 | " | " | " |
| Industrial Art, | 2 | " | " | " |
| Physical Education, | 2 | " | " | " |
| Art Method, | 2 | " | " | " |
| Physiology, | 1 | " | " | " |
| History and Civics, | 4 | " | " | " |
| Mechanical Drawing, | 1 | " | " | " |
| Book Binding, | 1 | " | " | " |
| | 28 | " | " | " |

## Senior B. (Ten Weeks of Theory, Ten Weeks of Practice at Webster School.)

| | | | | |
|---|---|---|---|---|
| Reading Methods, | 4 | periods | per | week |
| Physical Education, | 2 | " | " | " |
| History of Education, | 5 | " | " | " |
| Geography Methods, | 4 | " | " | " |
| Story Telling, | 3 | " | " | " |
| Music, | 2 | " | " | " |
| Penmanship, | 1 | " | " | " |
| History Methods, | 3 | " | " | " |
| Arithmetic Methods, | 3 | " | " | " |
| Library Methods, | 1 | " | " | " |
| | 28 | " | " | " |

During the ten weeks practice work at Webster Training School the principal of the school and the supervisor of practice meet the students weekly for four hours' work in discussing class-room problems, teaching aims and methods, and appropriate subject matter.

SENIOR A. (TEN WEEKS OF THEORY, TEN WEEKS OF PRACTICE THROUGHOUT VARIOUS CENTERS IN THE STATE.)

| | | | | |
|---|---|---|---|---|
| Teaching Process, | 3 | periods | per | week |
| History of Education, | 5 | " | " | " |
| Methods in Reading, | 3 | " | " | " |
| Physical Education, | 2 | " | " | " |
| Dramatic Art, | 4 | " | " | " |
| School Hygiene, | 4 | " | " | " |
| Science Methods, | 2 | " | " | " |
| Platform Practice, | 1 | " | " | " |
| Visiting Educational Institutions, | 3 | " | " | " |
| Library Methods, | 2 | " | " | " |
| Literature, | 1 | " | " | " |
| | 30 | " | " | " |

## Psychology.

(Three hours per week, forty weeks.)

COURSE I.

The purpose of the course is gradually to secure the orientation of the student from the biological, physiological, psychological and sociological points of view through observation, experiment, lecture, report and discussion on the following topics:

I. Introductory—Study of Habit Formation.

II. Description of the Nervous System:
(I) Structural and Functional Organization.
1. Peripheral and Central.
2. Brain Localization.
Relation to certain educational problems.
3. Relation to Mental Phenomena.
Reaction, Time, Memory, Association, Fatigue, Aphasia.
4. Defects.

III. Study of the Senses:
(I) Stimuli, (II) End Organs, (III) Characteristics of Sensation, (IV) Values: Cognitive and Æsthetic.

IV. Education of the Central Nervous System.
(I) Relation to
1. Complexity of Structure and Function.
2. Significance of the Lengthening Period of Infancy.
3. Factors of Evolution.
4. Requirements of Life.

Course II.

This course is designed to give the student an introduction to the methods, the fundamental facts and principles of psychology and their relation to the development of an Economy and Hygiene of Learning. Standard experiments in Memory, Practice, Association and Thinking are performed and statistics collected and interpreted.

Especial attention is given to the formation of general psychological principles underlying the science of education and the results of their application to concrete cases.

Applications are not confined to the classrooms, but extend to the entire range of human interest.

I. Consciousness, Attention, Sensation, Perception, Memory, Association, Conception, Judgment, Reasoning, Emotion, Volition.

II. The Self, Play, Imitation, Interest.

### Principles and History of Education.

The present-day tendencies in education are considered first. These are discussed and traced from their origin through the different periods of civilization: primitive, barbarian, as typified by China; civic, represented by Judea, Greece and Rome; human, including early Christian education, education of the Middle Ages, Renaissance and Modern education. The history of education in the United States and of New Jersey is studied.

Each period is studied as to aim, content, method and results. With the educational ideals are studied the religious, social, political and social ideals to the extent that they affect education.

The relation between the individual and society, and the development of both are constantly kept in mind.

Time for course: 20 weeks during the senior year with daily recitations.

Method followed: lectures, discussions, reports, readings, observation, museum work, etc.

Text-Books:

Davidson, History of Education.

Monroe, Text-Book in History of Education.

Additional Reading:

Graves, Quick, Painter, Compayré, Laurie, Rosenkranz, Parker, Dexter, Plato, Rousseau, Pestalozzi, Froebel, Herbart, Spencer and many others.

### Educational Institutions and Public Speaking.

The Normal School, being located in the metropolitan district has the advantage of being within an hour's distance of upwards of a score of different types of educational institutions. One afternoon is allowed to the Senior A class each week for a period of ten weeks in which they visit ten of these various institutions, includ-

FIRST AID.

ing schools in country districts. Following a visit to an institution, the students prepare reports on the same, covering its history, educational aim and values, organization, methods and subject matter. One period is then allowed for these reports. At this time they study and apply such principles of public speaking as will aid them in class teaching and speaking from a platform. Each week from two to four of the students report upon their visit to the student body in general assembly.

This work is under the direction of the department of History of Education, and in connection with its Senior A course in which the aim is to emphasize the history and status of education in modern times.

### Hygiene of the School.

General:

Conservation of Vital Resources.

Relation of Serious Illness (Tuberculosis, Typhoid, Social Diseases, etc., to length and breadth of life).

Relation of Fatigue and Minor Ailments to length and breadth of life.

Methods of Conservation.

Federal, State, Municipal, Individual.

Special:

*Part I.* Environment.

Hygiene of Room, Furniture, Ventilation, Heating, Apparatus.

*Part II.* Physical Conditions.

1. Causes, Effects, Curative and Alleviative Measures.

Fatigue, Mal-nutrition, Nervousness, Chorea, Adenoids, Dental Defects, Stuttering and Stammering, Hysteria, Neurasthenia, Eye and Ear Defects, Infectious Diseases.

2. Sex Education.
3. Defectives.
   Causes, Kinds, Treatment.

*Part III.* Hygiene and Economy of Learning, Hygiene of Spelling, Memorizing, Right and Left Handedness, etc.

### School Management.

The aim of the courses in School Management is to treat as concretely as possible the problems which the teacher faces from day to day in the classroom. The principles of general method having been presented in the Psychology courses, theories of education are not discussed at any length, but especial attention is given to those activities in which these fundamental principles are applied in typical class-room exercises.

There are three courses presented: School Hygiene, The Routine of Class Management and The Teaching Process.

### The Routine of Class Management. Senior B.

This course is a laboratory course in Class Management given in the Model and Training School. It is given during the first half of the Senior year to students who are working in the training department. Such topics as the following are presented for study:

School programs,
Preparation of lessons and lesson plans,
Routine of the recitation,
The art of questioning,
Some laws of teaching,
Factors in school government,
Text-books, their function, selection, use and abuse,
Teaching children to study,
Examinations, graduations and promotions,

Pupils' records and home reports,
Testing results in education,
Teacher's relation to principals,
Supervisors and superintendent.

These problems are presented with the use of printed outlines and bibliographies and in such a sequence as to make this work parallel with the student's progress and requirements in the training school. A set of outlines is distributed once each week to student-teachers and training-teachers. The students use them as a guide in note-book work, observation and outside reading. The Model teachers illustrate the theories and practices which the outlines enumerate. A two-hour period is allowed each week for recitations, discussions and reports on this work as assigned.

### The Teaching Process. Senior A.

This course is given during the last half of the Senior year. At the beginning of the course emphasis is placed upon the social principles of education. This leads directly to the discussion of the McMurray "Standards of Judging a Curriculum." These standards are applied to different courses of study. The class then develops and applies standards for judging methods of the recitation. After determining what they wish to adopt as their minimum standards of attainment as related to subject matter and methods of the recitation, the class begins to study the different types of recitations. By use of reference books and through class discussions and observation, the students arrive at more definite principles governing each of the types studies, as, for example, the drill-lesson type. Then they note how these principles affect the teaching of the different subjects under that type, as number drill, word drill, spelling drill and music drill lessons. The several subjects offered in the elementary school are treated in connection with such a study of type lessons. To make this work concrete and practical the class observes in the Model

department or demonstration room such recitations as exemplify the principles under discussion.

The following types of lessons are observed and criticised:

Drill lesson,
Study lesson,
Inductive lesson,
Deductive lesson,
Lesson for appreciation,
Review or examination lesson.

## Nature Study.

PREPARATION.

The course in Nature Study presupposes a thorough preparation on the part of students in the elements of the sciences taught in high schools. Students unprepared in high school science find difficulty in taking up the advanced work of the Normal school. The course is in no way designed to review the science work of the high school but, taking the high school work as a basis, it goes farther and plans professional training for students familiar with preparatory high school science. It is advised that high school students know at least the elements of physiology, zoölogy, botany, physics and chemistry.

COURSE.

The Nature Study course as planned takes the sciences already studied and selects from them subjects directly bearing upon the student's individual growth in power of observation, recognition of common objects within his own environment, power to interpret simple phenomena occurring around him and training in reasoning and appreciation of the place of science in his life. Emphasis is laid upon the subjects directly bearing upon the practical life of the citizen; studies which place him in control

BIOLOGY LABORATORY.

of his physical environment, giving him the power to become an intelligent force, adjusting himself to, or controlling, as the case may be, the great forces of Nature. The common problems of everyday life furnish abundant opportunity for good practical training.

Class-Room Presentation.

Using the above work as a basis, the students are given training in the selection of topics for presentation in the class-room. This is not limited to city schools, but courses of study are planned for schools of various characters. The range of grades is also considered. The individual lesson, a series, a course, a year's program, etc., furnish topics for study. Demonstration lessons with the children furnish opportunity for measuring one's self by the standard of class-room experience.

Biological Laboratory.

As the course in Nature Study lays especial emphasis upon the living organism, the biological laboratory is equipped with the growing plants, the living animals and the various devices for housing them. It is here that the individual student, in addition to her class work, may examine the sets of material especially designed for grade work to allow each child a specimen, the "School-room plant" window, the various salt and fresh-water aquaria, the screened pool for insect metamorphosis, the living rabbit, canary or other home pet.

Each student is required to select a problem for original work, provide individual specimens for a class of children and work out the method of presentation. These specimens and plans are the student's own property and constitute the nucleus of a working equipment so that when she enters public school work she will not go empty-handed. The biological laboratory is her work-shop, where she may gain inspiration and opportunity to measure her ability for independent work.

CLASS-ROOM EQUIPMENT.

It has been found necessary to instruct prospective teachers along the line of the equipment necessary for the teaching of Nature Study. The keeping of aquaria, selection and care of plants for the school-room, animal shelters, class sets of specimens, housing of illustrative material, standard mounts of pictures, home-made apparatus, etc., form topics for study. For students who desire it, instruction is given in the use of the camera for illustrative work, the manipulation of the microscope, lantern and other apparatus calculated to enrich the school work.

SOURCE WORK.

Need has been shown for teachers to be informed as to sources where material may be obtained. Most of the Nature Study in schools fails for lack of this essential. Excursions are taken to places in the vicinity where specimens may be obtained. In addition, the vicinity of Newark and New York is mapped out with a view to sources of material for future lessons. The State of New Jersey and what it affords in this line to the Nature Study teacher is also mapped out. Localities are given where classes of children may be taken to the best advantage, together with methods for conducting such excursions. While primarily greater emphasis is laid on the obtaining by students of first-hand information from the study of scientific material itself, yet a short course is given on the subject of literary sources for teachers of Nature Study. The best books for a Nature Study Library, the best scientific magazines of popular interest, city, State and National publications, etc., are studied as to their availability to the Science teacher.

The Nature Study course covers twenty weeks of work, five periods a week

### Agriculture.

The subject of Agriculture is made as practical as possible. Since the problems in the country community are somewhat different than the problems found in the city life, the course is made very broad, so as to meet practical conditions. Throughout the course emphasis is placed on that part of arithmetic, language work and reading which will correlate with the work in agriculture. The students are to make this a practical part of the work in rural communities where a school garden is possible, and also where home gardens are conducted. Such problems as cost of fencing the school garden, and the amount of land in square feet, square rods and acres in the garden, are solved. A small bank is established at the school, where the pupils may learn something about notes and checks, also business correspondence. Letters are written to the Department of Agriculture and to different firms for seed catalogues, fertilizers and farm implements.

The outline of the course is as follows:

Soil, formation, kind.
Soil water, irrigation, drainage, soil air.
Life in the soil.
Material used in fertilizers.
Methods of working the soil.
Home gardens.
School gardens. Friendly, insect and animal life.
Mathematics connected with the measuring of the plots.
Cultivation.
Vegetables, injury done by insects; manner and ways of preventing insect pests. Disease found on vegetables.
Fruit, treated the same as vegetables.
Manner of shipping fruits and vegetables to market.
Bill of lading, receipts.
Cost of production, profits.

*Grain:* Corn, wheat, oats.

*Cotton:* Cotton seed and its use, other by-products of the cotton plant.

*Animals:* The relation of the animal to profit. Comfort of animals, horse.

*Cattle:* Care of milk, Babcock test, beef, disease among cattle, sheep, swine.

*Poultry:* Value of poultry to farm life, eggs.

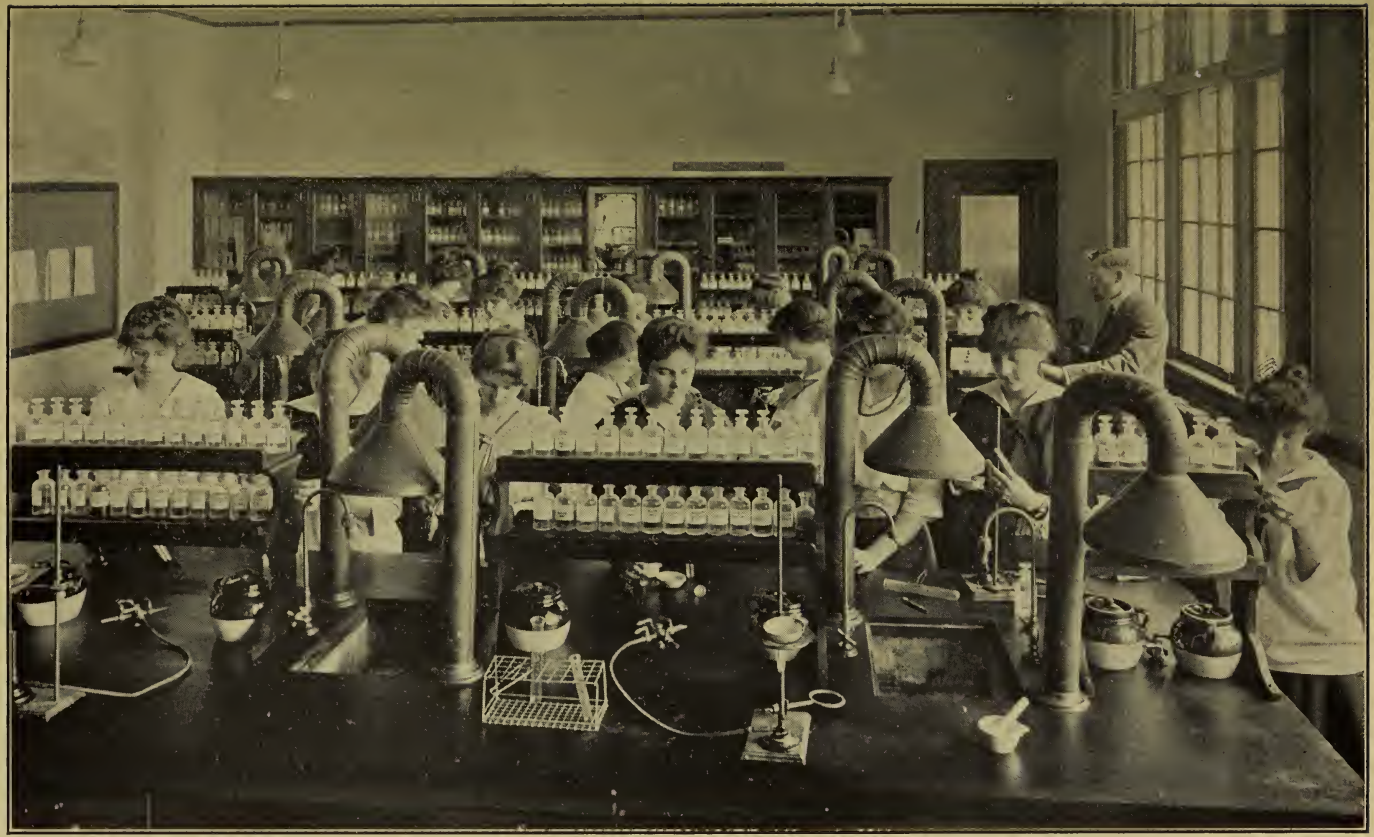
*Trees:* Orchard, setting of trees, spraying of the orchards, pruning, grafting. Shade trees, forests, general relation of tree to agricultural interests. A study of the enemies and friends of trees among insect, animal and bird life.

Commercial uses of trees.

## Applied Science.

This course is designed to give teachers a knowledge of facts intimately related to every-day life. Whatever functions in the life of the student or teacher from the utilitarian or æsthetic standpoint, is chosen for our work. The Normal School Weather Bureau, Photographers' Club, the Normal School Board of Health, divided into a Committee on Pure Food and Sanitation and a Committee on School Buildings, are some of the activities associated with these courses, which are of interest to teacher and pupil alike.

Many of the natural physical conditions which affect our lives are discussed. Conditions of heating and lighting are studied, not from the standpoint of physics, but from the commercial view. Our school building, with modern equipment—light, heat, ventilation and electrical power—affords a series of practical lessons, together with many of the principles involved in time and labor-saving machines, under the topics of heat, light, sound, electricity, mechanics, pneumatics and hydraulics. Such topics as the following will be studied: Methods of heating buildings, efficiency of gas



SCIENCE LABORATORY.

and electricity, comparison of cost, reading of gas meter and electrical watt meter, principles involved in the electric iron, vacuum cleaner, incandescent light, and other commercial articles.

Some time will be given to the discussion of elements and compounds which are of importance to our living conditions. Such topics as atmosphere, water, foods, clothing, dyeing and bleaching of cloth, and raffia will be considered. Students will make tests for impurities found in milk, cheese, meats and other food products. The chemistry of photography, blue prints and other industries closely related to life are presented.

### Science Methods.

The aim of this course is to study such sciences as should be taught in the grades. The science for each grade is carefully studied. The student-teachers are given much of the work as it should be taught. Material is obtained by the members and the manner of arranging the work for teaching is carefully studied. Emphasis is placed on all science study which will function immediately in the life of the child. Near the end of the course practical demonstrations will be given with grade pupils.

### Arithmetic.

The course in arithmetic covers work in two half-years, four periods per week in the Junior B class, and three periods per week during half of the Senior B term.

I. Review of the arithmetic of the elementary school.

Several weeks at the beginning of the term, and portions of each period for the rest of the course, are devoted to a review of arithmetic. This includes, first, the analysis and solution of problems of all the types used in the elementary school; and, secondly, extended drill in computation.

II. The teaching of arithmetic.

The review in arithmetic is accompanied at every step with the making of problems by the student, problems conforming to given types or requiring the use of given operations with abstract numbers. Facility in the formulation of concrete problems from given data is regarded both as essential to the teacher's equipment and as a test of her own grasp of the subject.

Attention is paid to the requirement that arithmetic be made to function in the life of the child. To this end, and in order to provide for the study sufficient motive to make arithmetic a live issue to the child himself, problems are based upon materials and quantities found in the child's experiences at home and on the playground and in school, as well as in the larger industrial and social life for participation in which the school is preparing him. Correlation with the departments of Science, Industrial Arts and Geography is provided for.

Oral arithmetic, in the solution of simple problems of all types, is regarded as of great importance. The simple problem is made to precede the more elaborate work which requires written computation. The habit of estimating results before exact computation is encouraged.

The methods of primary arithmetic, required in the child's gaining the number concept, learning the number combinations, and becoming familiar with the fundamental processes, are the subject of study in the latter part of the Junior B term.

Facility in conducting the drill lesson is secured as the means for developing accuracy and speed in computation. Due emphasis is put upon the use of economical forms of arrangement in computation.

The idea and principles of sequence are developed from the normal student's own experience in the elementary school. The course of study recently issued by the State Department of Public Instruction and contained in the

monograph entitled "The Teaching of Elementary Arithmetic" (December, 1912), is used as the basis for the consideration of the contents of the course of study. Some familiarity with the specifications for the various grades is required. Comparison is made with several other courses of study.

The application of psychology to the learning and teaching of arithmetic is noted, together with those mental differences in children which account for differences in mathematical ability.

### Geography.

This course embraces a review of physical and industrial geography and a study of the methods of teaching the subject in the elementary schools.

A brief time is spent with the history of geography, thus arriving at an accepted view of the subject. This view involved a study of human adjustments and relationships to physical controls. The principal controls emphasized are land forms, water forms, climate, soil and mineral deposits. Tarr's, Dryer's and Salisbury's Physical Geographies are used at this point.

The geographic controls are studied in their causal relation to industrial and political history, and to as many present social conditions as have a vital connection with life in the State and community. Dodge's Advanced Geography, Robinson's and Adam's Commercial Geographies, Semple's and Brigham's books on the relation of geography to history and Bartholemew's Practical Industrial Atlas, are used at this time.

Practice is given in the use of maps, globes and other authentic source materials. The students are caused to become familiar with an extended list of reference books and objective materials, and are required to grade the same. Students are continually tested as to their ability to interest a grade class in various assigned topics or problems. The

class observes and discusses model lessons taught to exemplify the different type lessons of geography. They prepare lesson plans on these type studies which receive class criticism. Each student is assigned one industry. He visits this industry, outlines its geography, collects objective material and facts and prepares a lesson plan for teaching the same in a specified grade. Class excursions are also conducted from time to time, and these together with construction work make many phases of the subject more concrete.

Toward the end of the term elementary school courses of study are carefully examined, considering principally the child's interests, his powers of imagination and social needs; also the possibilities of correlation, some suitable developmental methods, and the selection, elaboration and organization of content. Emphasis is given to the importance of obtaining from a class of children specific problems for their own selection, thereby motivating their work, teaching them how to study and making of them independent thinkers. Subject matter and method are put to the tests of educational principles and present social demands throughout the course. Books used in method are Southerland's "Teaching of Geography," Ridway's "New Basis of Geography," Dodge and Kirchwey's "Teaching of Geography in Elementary Schools."

### History and Civics.

This course is divided between the first and second years of the Normal course.

A. Four periods a week in Junior A class.

Believing that how to teach history is best shown by actually dealing with the facts, movements, and persons that have made history, it seems wise to spend the greater part of one term in reviewing or new-viewing the subject of U. S. History as a whole, in order to gather the working materials well

in hand. This is done by the topical method in which certain great movements are followed from their earliest beginnings down to the present time, such as the formation and development of our government, beginning with the meeting of the House of Burgesses and ending with the recent attempt to make new amendments to the constitution, or a study of the financial problems of the United States, beginning with continental money and ending with a study of the Federal Reserve Bank. In this way an effort is made to give the great problems and preoccupations of to-day their indispensable historic setting. The aim is to develop in the students an historical sense and give them a broad-minded, non-partisan outlook in regard to our nation's past. Especial emphasis is laid upon the importance of a proper European background for American history.

Extensive use of maps, picture and source books is made, many special reports are given and students occasionally take charge of the class. The proper use of pictures is facilitated by the availibility of the excellent collection in the Newark Public Library. In addition the class also makes its own collection of illustrative material.

The history of New Jersey is studied. The early settlements in the State, the religious and educational aspects of its early history, its part in the Revolution and in the formative period of the Federal Government and the account of its political history, are noted.

The historical landmarks of the State are studied, particularly as they can be seen at first hand in and near Newark. A trip to Morristown is made in this connection.

A short time is given each week to the study of current events, the daily papers, the "Independent" and "Current Events," being used as sources.

Civics, national, state and municipal, is taught in connection with history.

B. Three periods a week in Senior B. class.

Having obtained a new view of history as a whole, the ten weeks given to history in the senior class is devoted to the study of methods. Courses of study and texts for elementary grades are examined and discussed. Reports are given by students from writers on history methods, Bournes' "Teaching of History and Civics," "The Report of the Committee of Eight," McMurray's "Special Methods in History" and Wayland's "Ways of Teaching American History" are among the books used for this purpose. The object of these reports is first of all to discover, if possible, the real meaning and purpose of history, and the aims and values of history teaching.

Practice in the telling of history stories, dramatization, the use of the sand table and other devices for making history real to children in the lower grades is given. The study of biography in its relation to the work in the earlier grades is outlined and holiday programs are planned.

Plans for development, study and drill lessons are made by students, as are also outlines for topical work in the upper grades. Special attention is given to the matter of correlation, to the art of questioning and to teaching how to study history.

The annual trip to Washington and the visit of a large part of the history classes to Ellis Island constitute further adjuncts to the courses in history.

## Art Department.

### Junior B Class.

Purpose: To develop an appreciation of, and a love for the beautiful through (1) a study of the principles of Art; the guiding thoughts and the ways that lead to fine choices of line, tone and color and to discrimination in degrees of harmony; (2) the application of these principles in various phases of industrial and household arts design, representation and treatment of color.

*Design.*—Problems are planned to be completed in the school shop. Both constructive and decorative design is emphasized and the objections to ornamentation as such pointed out. The use, structure and material of the object are kept constantly in mind.

*Color.*—Theory of color and color harmony. Practice in color, hue, value and intensity.

*Representation.*—Drawing from objects, flower forms, and landscape in mass, and outline, using brush, pencil and crayon.

*Picture Study.*—Appreciation of good pictures. Selection of pictures for the home and school. Framing pictures.

## Industrial Work.

Hand work in the following courses is along the line of applied design. As far as possible, problems begun in the art department are carried to completion in the school shops. Constructive design and its application is emphasized. The value of the work, from the educational standpoint, is discussed with special reference to the capacities and needs of children of the elementary school. The industrial field is worked out in detail. The industry is studied both from the standpoint of the producer and consumer, and that of the products themselves. A wide appreciation is gained in many phases of craft work.

## COURSE I. ELEMENTARY INDUSTRIAL ARTS.

The course is based on a study of the industries which take the raw materials and make them into things of greater use and value to the human race in its daily life. Considerable emphasis is placed on the economics and artistic factors in selection and combining of all materials used.

Work for the various grades is planned on the following lines:

### GRADES 1 AND 2.

Study of paper, its source, making and uses; books, printing, keeping of records. Booklets, and portfolios are made for drawings, pictures and records of school activities.

Study of cotton, wool and silk as to feel, looks, uses and source. Pieces of these textiles are used to make and dress dolls.

Study of the planning, making and furnishing of homes and other buildings used in the life of a community. Houses and stores are made of wood or cardboard and furnished simply, using wood, cardboard, paper, clay, textiles, etc.

Study of utensils and tools used in school, play and life. Looms, kites, boxes, baskets, etc., are made.

In addition to the above, a few familiar foodstuffs are studied as to source and simple ways of preserving them and making them more useful.

### GRADES 3 AND 4.

Study of books, printing, illustrating. Note-books, portfolios, etc., are made.

Textile study as above (but including linen). Processes of spinning, weaving, dyeing, etc. Caps, rugs, hammocks

MANUAL TRAINING ROOM.

and similar articles are woven and dolls are dressed in costumes characteristic of different countries.

Study of homes and community life of various people. Miniature houses are made and furnished as these people do it.

Food study—Preserving, preparing and combining of different foodstuffs.

Work for each of these grades is planned with reference to a maximum cost of 25c. per pupil per year.

## Course II.—Woodworking.

A study is made of the woodworking industry, carrying the work out into as many phases as possible. Problems are provided representing the following trades: Cabinet making, carpentry, pattern making, boat building, wagon construction, box making, etc. Each problem is made suitable for the elementary school and its relationship to the industry established through various lines of investigation. The costs of lumber, stains, finishes, etc., are brought out in estimating the value of project. The following will be suggestive of type of problems attempted: Match strike, calendar back, picture frame (one piece), laundry list, looms, boxes, toy carts, open wagons, animals and furniture, miniature houses, power boats and other mechanical toys, waste paper baskets, mitre boxes, picture frame clamp, picture framing, taborets and foot stools, forms for concrete. In addition, the student is allowed some freedom in selection of problem, and is also requested to make at least one problem in relation to some school activity or need.

The exercises call for experience in sawing, planing, boring, cutting, chiseling, sand-papering, measuring, etc. Commercial processes are approached and constructions sanctioned by the trades are employed. The more com-

mon methods of finishing with wax, shellac and varnish are illustrated.

## COURSE III—TEXTILE STUDY.

This course is based mainly on the study of the four textiles—wool, cotton, silk, linen—and deals with their source, kinds, uses, tests for adulteration and economic values for clothing and household furnishing.

Courses of study and lesson plans suitable for the various grades are made out by students. These include elementary work in costume design, garment making, mending and millinery; shopping; comparison of factory, custom and home-made clothing and house furnishings; and sanitation and hygiene of clothing and of household furnishings.

The practical handwork includes the fundamental stitches of plain hand sewing, simple embroidery stitches, knitting, crocheting, mending and the construction of articles suitable for the various grades, such as the following:

1st Grade—Doll clothes, needle-case, pencil-case.

2d Grade—Doll clothes, bean-bags, rag doll, baby's bib.

3d Grade—Penwiper, pin cushion, holders, work-bag.

4th Grade—Shoe-bag, handkerchief case, bureau scarf, sewing apron, baby cap.

5th Grade—Apron and cap for cooking, collars and cuffs, carriage robe for baby.

6th Grade—Handkerchief, towel, curtains, underclothing.

7th Grade—Bed and table linens, slipper-bag, bureau scarf, cap.

8th Grade—Underclothing, hat, blouse, simple dress.

The cost of courses for different grades is carefully estimated and ranges from 5c. to 50c. per child per year in grades 1-4, and from 25c. to $1.50 in grades 5-8.

Study of textiles, sources, tests, kinds, costs. Fundamental stitches for plain hand sewing. Simple embroidery

stitches. Knitting, crocheting, mending, machine sewing, cutting and fitting, pattern drafting.

Lesson plans and class-room management. Phases of Textile Study, where and how presented. Choice and care of supplies and equipment. Bibliography. Planning of courses of study suitable for the various grades of work, same to be chosen by the instructor from above groups. One dollar should cover the expense of woodwork for the grade per pupil.

### Mechanical Drawing. (One term).

This course is planned to give thorough instruction in the use of drawing instruments and the principles of simple orthographic projection. Problems are used that can be worked out later in the shop. Working drawings are made from the freehand sketch. In connection with this, stress is laid on commercial forms of letters and titles of drawings; also the development of surfaces and lines of intersection.

### Bookbinding.

Course is given in elementary bookbinding in direct connection with the library. Pamphlets, magazines and old books are repaired.

## Course IV.—Bookbinding.

Work is provided that will relate directly to the library. Different methods of binding pamphlets and magazines will be used, going from the simpler to the more complex binding. The last project is the rebinding of a book, sewing the sections on tapes. State and government reports are employed for pamphlet binding, all of which will function in the students' activities. The course will be introductory to the course in Library Methods.

## English.

JR. B, JR. A, SR. A.

This course emphasizes the organic unity of the subject and the need of planning for instruction in one phase with an understanding of the purpose of all instruction in English. It aims to develop in the student:

(*a*) Appreciation of literature and language as art and of the importance of artistic and literary standards as "touchstones" in teaching.

(*b*) A "linguistic conscience and pride."

(*c*) A sound view of the character, scope and aims of literary and linguistic training in the elementary school.

I. COMPOSITION—JR. B.

Nature and scope of subject in elementary school—Controlling aims—Character and æsthetic values—Motives or incentives, utilitarian, social, artistic.

Discussion and application of principles governing the choice of material and the methods of class presentation—Forming the habit of good composition—Study of typical forms of compositional activity in the grades.

Interpretative reading of the State monograph on the subject—Plans and illustrative lessons covering specific problems in the teaching of oral and written composition.

II. LITERATURE—JR. A.

Study of the nature, elements, and typical forms of literature.

Discussion and application of principles determining the selection of literature for the grades and the method of class presentation.

Intensive treatment of poems and stories appropriate to the grades—Aims and methods—Lesson plans.

III. Grammar—Sr. A.

Grammar defined—Modern viewpoint—Content—Terminology—Review of facts and principles—Method, largely inductive—Plans and type lessons—Interpretative reading of State monograph on subject—Assigned readings.

## Special Method.

### Reading—Phonics—Spelling.

I. Reading and Phonics.

The purpose of this course is to present the principles underlying the teaching of reading and to acquaint the students with the best methods of teaching it.

The course embraces a detailed study of the following topics:

*Nature of the Subject.*—Cultural and formal aspects; the reading process; the reading unit; the word in its functional relation to the thought.

*Selection.*—Indentification with the end which makes reading valuable. Its bearing upon the development of reading tastes and reading habits. Basis of choice and variety in choice. The teacher's and pupil's choice. Sources from which suitable material may be obtained and the purpose which each serves. The school reader and the selected unit. Teaching the masterpiece. Relation of choice to purpose and purpose to choice. Organization of reading matter with special reference to the needs of the different grades.

*Teaching Problem.*—The subject aim interpreted in the light of the primary, intermediate and grammar grade reading. Reading interest and the part they play in determining when and how reading shall be taught. Providing motive for learning to read; first reading experiences. The teacher's preparation for the reading lesson; freedom in the choice of the material and method

used, purpose and method in agreement. The value and character of assignments. The preparatory or study lesson and the reading lesson. Training that should result to the child through being taught what to read, how to read and how to read a book. True test of reading efficiency. Standards of work. Care of special cases.

*Comparative Method.*—First the basic methods alphabetic, phonic, word, sentence and story are considered as a foundation for the study of the aims, procedure and merits of the modern methods and combination, such as The McCloskey, Aldine, Rational, Progressive Road to Reading, Free and Treadwell, Natural, Story Hour, etc.

*Silent and Oral Reading.*—The specific functions of each. Supplementary reading—Its true meaning and use. Home reading. Sight reading. The possibilities of the class-room library.

Phonics as an aid to independent reading—When appropriate to introduce; character of the instruction dealing with sight-words, phonograms, diacritical marks, etc. Value of good speech environment emphasized. Word development and word drill, context relation emphasized. Vocal expression—What it should reflect; upon what its success depends; value of the teacher's example.

Correlation as a means of enriching the learning process. Dramatization as a factor in teaching reading.

*Character of the Work.*—Discussions, observation of lessons, especially in sequence, required reading, etc. Students are made familiar with the reading matter most frequently recommended for use in the grades. Types are selected and discussed as to value, purpose and presentation. At intervals in the course the students are required to read before the class in order to train for the example which the teacher must be to her class.

ART DEPARTMENT.

II. Spelling.

This course aims to contrast the old and new methods with a view to establishing the present-day standards of instruction, and showing that correct habits of spelling are largely the result of the instruction received.

The following topics are considered:

Nature of the subject and its relation to the other subjects of the curriculum.

Source of Words—The common every-day words identified with the child's needs. The spelling book, its value and limitations.

Aim and character of the instruction, prevention the keynote. Securing and maintaining interest.

Memory appeals and associations—Eye, ear and muscular.

Value of the language unit over that of the formal list of words.

Assignment, study and testing—Value and control.

Relative importance of oral and written spelling.

Phonetic translation and syllabication of words.

The dictionary—Use and training in use.

Correction of misspelled words—The teacher's and the pupil's parts.

The length of the spelling period and the number of words to a lesson.

Value of the spelling note-book, spelling games, etc.

Besides the regular class discussions, lessons are observed and planned by the students.

Various modern spelling books are examined and their merits reported on.

## Art Methods.

The purpose of this course is (*a*) to awaken an appreciation for art in its relation to the social and industrial life of the people, thereby revealing the educational value of art

instruction and promoting higher standards of taste. (*b*) To train for technical skill and teaching power through a study and practice of the art principles and methods of teaching, with special reference to color, representation and design.

The class work consists of discussions, observations of lessons presented in the different grades, lesson plans and training in the proper choice and use of material. Problems which relate to the life of the child are planned by the students; these are subject to class criticism, after which the appropriate development and presentation of the approved problems are considered. These same problems are worked out graphically from the standpoint of the child, thus providing for much practice in technique to the student, besides establishing a clearer insight into the same as problems in teaching. Especial attention is given to the correlation problem, the occupation exercise based on specific instruction previously given, the use of illustrative material and picture study.

Art appreciation further cultivated through a study of various forms of expression combining beauty and use.

## Music.

The primary aim of this course is to prepare students to teach music in the public schools, by awakening and stimulating an interest in music and developing a greater appreciation of good music, through a thorough study of the fundamental principles and interpretative study of songs, showing the educational and cultural value of such study.

The course includes—

(*a*) Study of children's songs.

(*b*) Study of fundamental principles.

(*c*) Sight-singing and ear-training.

(*d*) Chorus work and conducting.

(*e*) Application of principles to methods used in the grades.

## Penmanship.

The purpose of the course in penmanship is to instruct students in the execution of good handwriting and the best methods of teaching the same.

Points especially emphasized are correct position, movement, correct slant, and letter forms. These are discussed, and the reasons for their use made clear. Much practice at the desks and blackboards is given, always accompanied by helpful criticism.

The method of teaching penmanship is discussed with regard to best means of teaching position, movement and form, the time for the child's beginning of writing, materials used and their adaptation to the child's needs, the use of the blackboard for both teacher and pupil and the place of writing in the school curriculum and class program. At the close of the course lesson plans for writing lessons are written and discussed, the students teaching the lessons according to their plans.

## Physiology.

A series of personal talks is given to students by the physical training teacher relative to care of health, personal hygiene and systematic exercise. The pernicious effects of stimulants and narcotics are discussed in relation to mental and bodily development as well as the relation of fresh air and sunshine, sleep and rest, exercise and digestion, to the constructive forces of brain and body. The physical training teacher, having personal knowledge of the needs of students, is enabled to treat the subject in a practical and sympathetic manner.

## Physical Education.

The general health of students is the first consideration, and to this end students are weighed, measured and examined by the physical training head and the school physi-

cian. In order that students may do intelligent, corrective work, cards are given them, indicating proper exercises for weaknesses. The work in the gymnasium is educative, hygienic and recreative, the relation of organic vigor to mental ability and happiness being emphasized.

The German and Swedish systems of gymnastics are taught with special reference to grade work. Students are placed in charge of classes in order to give them confidence, initiative and the ability to make the work interesting and helpful.

Besides the regular grade work, students themselves receive special training for their own bodily development and muscular control. Exercises are given which regulate the blood pressure, force expansion of the lungs, secure correct carriage and give grace of motion. Simple apparatus work is used to produce quickness of action and muscular power.

Games and folk dancing are made important features; students are fond of these forms of mental and physical recreation. The games selected are those which children enjoy, and students are called upon to lead and direct them. This gives valuable practice for playground and summer school activities.

Poise, grace, balance, alertness and muscular power express beauty in action as well as in thought and feeling. Folk and æsthetic dancing develop these things.

The aim of the course is not only to prepare students for class-room work, but is to give courage to the timid, energy to the sluggish, grace to the awkward, the recognition of the place of play in the child's life and the sincere desire to make the mind a worthy inhabitant of a well built and cared-for house.

Frequent exhibitions given in the spacious and well-equipped gymnasium indicate the scope and interest manifested in the physical training work.

### Myths and Folklore. Junior A.

Study of Myths and Folklore and their uses in Epic Poetry.

A study of the permanent truths underlying the earlier expressions of the race and the analysis of the ethical and artistic content as they appear in the hands of the poet.

Text and Reference Books:

Homer's Iliad and Odyssey, Bryant's Translation.
Snider's Commentaries on Iliad and Odyssey.
Wagner's Ring of the Niebelungen.
Irving's Alhambra.
The Arabian Nights.
Jamison's Sacred and Legendary Art.

### Story Telling. Senior B.

Comparative study of literature in its poetical, mythical and historical settings. Practice in selecting and telling stories. Discrimination of moral and ethical values. Practice in writing and adapting stories.

Text and Reference Books:

Browning's Pied Piper.
Miss Peabody's Piper.
Ibsen's Little Eyolf.
Irving's Rip VanWinkle.
The Legend of Sleepy Hollow.
Hawthorne's Wonder Book.
Kingley's Hereward the Wake.
Scott's Ivanhoe.
Blue Beard.
Maeterlink's Barbe Bleu.
Maeterlink's Blue Bird.
Chanson de Roland.
Wagnerian Myths.

### Dramatization. Senior A.

The use of the dramatic form in the school. The music story. Practice in the presentation of a school drama.

## Kindergarten Course.

### JUNIOR B (FIRST HALF YEAR).

| | | | | |
|---|---|---|---|---|
| Psychology, | 3 | periods | per | week |
| English, | 2 | " | " | " |
| Biology, | 4 | " | " | " |
| Arithmetic, | 4 | " | " | " |
| Industrial Art, | 2 | " | " | " |
| Art, | 2 | " | " | " |
| Kindergarten, | 4 | " | " | " |
| Physical Education, | 2 | " | " | " |
| Penmanship, | 1 | " | " | " |
| Spelling, | 1 | " | " | " |
| Music, | 2 | " | " | " |
| Library, | 1 | " | " | " |
| | 28 | " | " | " |

### JUNIOR A (SECOND HALF YEAR).

| | | | | |
|---|---|---|---|---|
| Psychology, | 3 | periods | per | week |
| Literature, | 3 | " | " | " |
| Applied Science, | 3 | " | " | " |
| Agriculture, | 1 | " | " | " |
| Sewing, | 2 | " | " | " |
| Music, | 2 | " | " | " |
| Spelling, | 1 | " | " | " |
| Industrial Art, | 2 | " | " | " |
| Physical Education, | 2 | " | " | " |
| Art Method, | 2 | " | " | " |
| Physiology, | 1 | " | " | " |
| Kindergarten, | 4 | " | " | " |
| Mechanical Drawing, | 1 | " | " | " |
| Bookbinding, | 1 | " | " | " |
| | 28 | " | " | " |

Senior B. (Ten Weeks of Theory, Ten Weeks of Practice at Webster School.)

| | | | | |
|---|---|---|---|---|
| Reading Methods, | 4 | periods | per | week |
| Physical Education, | 2 | " | " | " |
| History of Education, | 5 | " | " | " |
| Geography Methods, | 4 | " | " | " |
| Story Telling, | 3 | " | " | " |
| Music, | 2 | " | " | " |
| Penmanship, | 1 | " | " | " |
| Arithmetic Methods, | 3 | " | " | " |
| Kindergarten, | 4 | " | " | " |
| | 28 | " | " | " |

Senior A. (Ten Weeks of Theory, Ten Weeks of Practice Throughout Various Centers in the State.)

| | | | | |
|---|---|---|---|---|
| Teaching Process, | 3 | periods | per | week |
| History of Education, | 5 | " | " | " |
| Methods in Reading, | 3 | " | " | " |
| Physical Education, | 2 | " | " | " |
| Kindergarten, | 4 | " | " | " |
| School Hygiene, | 4 | " | " | " |
| Science Methods, | 2 | " | " | " |
| Platform Practice, | 1 | " | " | " |
| Visiting Educational Institutions, | 3 | " | " | " |
| Library Methods, | 2 | " | " | " |
| Literature, | 1 | " | " | " |
| | 30 | | | |

Note.—The study of Froebel's "Pedagogics of the Kindergarten" is taken up in connection with gifts. "Education by Development" is studied in connection with occupations.

This course requires two years. Students are admitted in September only. The entrance qualifications are the same as those for grade teachers, with the additional requirements of a good singing voice and the ability to read and play instrumental music. Personal qualifications as to fitness, physical and mental, for the special needs of the Kindergarten will be considered at the time of admission. The number of students will be limited.

### JUNIOR B—20 WEEKS.

Psychology.
Arithmetic,
Manual Arts,
Physical Education,
Civic Biology,
Writing,
Music,
Gifts,
Occupations,
Games and Rhythmic Work,
Singing,
Mother Play.

### JUNIOR A—20 WEEKS.

Psychology and Individual Teaching,
Literature, Language and Grammar,
Manual Arts,
Mechanical Drawing,
Physical Training,
Study of Myths and Folk-Stories,
Applied Science,
Physiology,
Gifts,
Agriculture,

Occupations,
Games,
Mother Play,
Stories,
Program.

These subjects pertain directly to the Kindergarten.

*Mother Play:* Principles of Kindergarten methods as given by Froebel in his "Mutter Und Koselieder." Careful consideration of their relation to the right guidance of the child in the home and in the kindergarten.

*Gifts:* Study of their arrangement and purpose. Practical suggestions for their use in home and kindergarten.

*Occupations:* As supplementary to the gifts; as related to the child. Carefully selected series to be made by students.

*Games and Rhythmic Work:* The Play life of the child studied in regard to instinct, physical exercise, imitation, imagination and social relationships. Rhythm and its proper development. The playing of kindergarten games.

*Singing:* The songs of the kindergarten; selection, expression, presentation.

*Program Work:* A general review of the sequences of the year, its holidays and special observances; the typical program; how to meet the individual child.

*Stories:* To supplement the general story course a particular study is made of stories adapted to the purposes of the kindergarten. Practice in selecting and telling.

## Senior B—10 Weeks.

Grade Music and Chorus Work,
History and Principles of Education,
Story Telling,
Writing,

Physical Education,
Mother Play,
Gifts,
Occupations,
Games and Rhythms,
Program,
Stories,
Singing.

Students having satisfactorily completed this course now enter on their ten weeks of practice in the kindergarten or primary grades.

### SENIOR A—10 WEEKS.

Students having satisfactorily completed ten weeks' practice now enter this class.

School Hygiene.
History of Institutions in Education.
Visiting of Educational Institutions and platform practice.
Teaching process.
Dramatization.
Science Methods.
Physical Education.
Reading and Spelling.
Mother Play.
Gifts.
Occupations.
Program.
Singing.
Games.
Education of Man.

The student is here given practice in original arrangements and adaptation of kindergarten material. A greater amount of originality will be looked for.

*Mother Play:* This subject will be continued and especially related to the kindergarten program.

*Gifts:* Original work from students. The study of Froebel's Pedagogics of the Kindergarten will be made in connection with the gifts. Architectural laws will be considered in relation with the 5th and 6th gifts.

*Occupations:* Froebel's Education by Development will be used, and the series of the occupation work completed; color and form and decoration considered.

Games and music and story telling now center around the programme-making. Special attention will be given to representative music.

*Programme:* A complete programme will be written by each student and discussed in class.

*Education of Man:* A general survey of this work of Froebel's as applied to kindergarten and grade teaching.

Students now enter on their ten weeks' practice in the kindergarten or primary grades. When satisfactorily completed the student receives a diploma for kindergarten and first four primary grades.

## Text and Reference Books—Junior Kindergarten.

| | |
|---|---|
| Mottoes and Commentaries of the Mother Play, | Blow. |
| Songs and Music of the Mother Play, | " |
| Symbolic Education, | " |
| Letters to a Mother, | " |
| In Story Land, | Harrison. |
| Study of Child Nature, | " |
| Two Children of the Foot Hills, | " |
| Some Silent Teachers, | " |
| The Kindergarten Building Gifts, | " |
| Songs for Little Children 1 and 2, | Smith. |
| Childlife in Music, | Arnold. |
| Rhythms for the Home, Kindergarten and Primary, | " |

TEXT AND REFERENCE BOOKS—SENIOR KINDERGARTEN.

| | |
|---|---|
| Pedagogics of the Kindergarten, | Froebel. |
| Education by Development, | " |
| Education of Man, | " |
| Commentary on the Mother Play, | Snider. |
| Psychology of the Gifts, | " |
| Wagner Themes, | Schirmer & Co. |

### Training and Practice.

In the Junior year the Normal students are given the majority of their work in theory. This is related to the actual problems of the class-room through observation and individual teaching. When these students begin Senior grade work, the class is divided into two sections. One section remains in the theory department while the other goes into the training school. At the end of ten weeks the two sections are reversed. This makes is possible to handle large classes and still make the work intensive.

### Webster School.

This is the training school of the theory department. It is located on Crane and Webster streets, about four blocks from the Normal School. The building is of modern construction, has a gymnasium, an auditorium, a manual training shop and a class-room for defectives. This school has about twelve hundred pupils and thirty teachers. Twelve of the thirty rooms are model and training rooms, conducted by especially trained teachers.

### Organization of Training.

Of the Senior students, who go to Webster School, from three to five are assigned to each training teacher. While in this department their activities are principally as follows:

1. They work with individual children and assist in practically all the routine work of the room.
2. They observe the model work of the training-teachers. This observation is directed and to a definite purpose. Observation is followed by discussion.
3. At the end of the first week each student prepares to teach a class. He or she teaches a lesson or sequence of lessons each week. The amount of teaching is increased as the work progresses.
4. The fourth activity is best described as an applied course in class-room management. This is outlined under the heading of school management, as classified among the theory courses.

At the end of ten weeks the student-teachers have gained a fair knowledge of children, their tendencies, interests and needs. They have acquired many habits of teaching and controlling children, and have made their theory practical by having it function under existing school situations. They are now prepared to better appreciate their remaining theory courses, and the program is so arranged that the major subjects are now presented for completion.

## Practice Teaching.

After having had instruction on the principles of teaching and methods of the recitation, and ten weeks' training in the Model and Training School, the student-teachers are now put to their final test of teaching and governing a school under such conditions as the elementary schools of the State present. Students are distributed among twenty different schools in the vicinity. They are placed with individual practice-teachers. After a few days they begin to teach, and before the end of the ten weeks' practice they are required to conduct a school successfully for at least a day at a time. The students are visited from time to time while in

these adjunct schools of practice, and a uniformity of standards and ratings is maintained.

### Observation and Individual Teaching.

Intelligent appreciation of the tendencies and needs of children is the first qualification of the teacher. Directed observation is the first means of gaining this appreciation. Normal students begin to analyze subject matter and method from the standpoint of the child as soon as they begin their special method and psychology or general method courses.

The individual theory instructors are largely responsible for the extent and success of this work. During each term of the Junior year and the first quarter of the Senior year, each instructor is expected to have at least eight type lessons taught in the model school or demonstration room for his or her class to observe. These model lessons are not planned for a particular day of each week, but are arranged on a week's notice to meet the immediate needs and growing demands of the theory instructors. It is through this observation that the Normal students are first introduced to the Model and Training School and the relation of theory to practice. This work is supplemented by carefully directed individual teaching. This is intended to furnish an initial opportunity for the application of their theory and the gaining of a few habits of teaching and studying children. This work is under the direction of the Psychology department.

### Library Course.

Course covers following subjects:

1. Use of libraries.
   Relation of libraries to education.
   Library classification.
   Card catalogue.

DEMONSTRATION ROOM.

Use of reference books.
Dictionaries.
Encyclopædias.
Periodical indexes.
Reference books on special subjects.
Periodicals.
Public documents.
How to compile bibliographies.

2. Organization of school libraries.
How to obtain school libraries.
Book selection.
Book ordering and buying.
Accession record.
Mechanical preparation.
Classification.
Loan systems.
Mending.
Cataloging.

Course consists of twenty lessons, with practice work for each lesson.

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